

Lesson 4: Audience, Purpose and Tone: One Message, Two Readers

60 minutes · workshop lesson

WHAT THE CLASS SHOULD LEAVE ABLE TO DO

- Identify audience, purpose and tone for everyday written texts
- Rewrite the same message for two different audiences
- Explain why each version fits its reader and job

TERMS THE CLASS MEETS

Term	What it means
Audience	The person or people who will actually read what you write.
Purpose	The job the writing is meant to do: ask, inform, persuade, apply, or invite.
Tone	How the writing sounds to the reader: formal, friendly, serious, calm, or urgent.

BEFORE YOU TEACH IT

If you have 40–50 minutes

- Run order: Getting Started 5 → The Brief 8 → Make It 25 (protect this) → Hold It Up 5 (score both versions, name a winner, one concrete fix) → Think About It 2 → What You Covered 5.
- Skip weight-dragging on the comparator; send optional polish home.
- On a double period or full 60 minutes, restore Hold It Up to 12 minutes and add the weight-dragging extension plus optional mark-and-redraft polish.

Before the Lesson

- Ensure students have a real message from their own life ready to rewrite, such as an extension request or job reply. Two spare scenario pairs now sit on the student Make It page; keep two more in reserve if needed.

Suggested Timing (60-minute package)

- Getting Started: 5 minutes
- The Brief: 10 minutes
- Make It: Audience and Purpose Switch: 25 minutes
- Hold It Up: 12 minutes
- Think About It: 3 minutes
- What You Covered: 5 minutes

Teaching Tips

- Make It is the communication output: one real message rewritten for two readers, saved to the Portfolio under the given filename.

- The live write is the draft box only; the work template is a checklist of what the finished pair must contain, not a second typing surface.
- Circulate during Make It for versions that only change the greeting while the body stays identical.
- Model letter versus blog aloud before students rewrite.
- Optional extension: short interview or application samples on the same idea, read aloud only if the period runs long.
- Hold It Up default: score the student's own Version A and B, name a winner, one concrete fix. Weight-dragging comparator is an extension for longer periods or early finishers; the models are a glance-back, not the task.
- In-class success for Make It is a labelled pair plus one fit sentence per version under the given filename; mark-and-full-redraft is optional polish.
- Letter and application paragraphs show up again in Vocational Preparation work; flag that link if it matches your year's plan.

Common Mistakes

- Two versions differ only in the greeting. Prompt: what does each reader need to know or do differently?
- Writing stays too informal for a formal audience. Revisit Yours sincerely versus Talk soon.
- Students try to produce all four genres from the old title pattern. Remind them: one message, two readers; samples are models only.
- Students keep the same purpose for both readers when the models show a different main job is allowed. Prompt: what does this reader need to do?

Differentiation

- Support: spare scenario pairs on the student page; sentence starters for audience and purpose if needed.
- Extension: third audience, weight-dragging on Hold It Up, or apply the fix before leaving.
- Support: pair students who need help with those who can model the process.

RUNNING THE LESSON

Step 1: Getting Started · 5 min

Open with a quick show of hands: who has rewritten a message before sending it because the first version was too blunt or too soft? Name that this lesson is about that habit on purpose. Keep the opener to five minutes so the write has room. If your period is 40–50 minutes, protect Make It and trim Hold It Up to a short self-check.

Step 2: The Brief · 10 min

Before the Lesson

Students will need one real message from their own life ready to rewrite (extension request, job reply, event post, course ask). Have two spare everyday scenarios for anyone stuck; the student page now lists two spares as ready pairs.

Suggested Timing

- Getting Started: 5 minutes
- The Brief: 10 minutes
- Make It: 25 minutes (protect this block)
- Hold It Up: 12 minutes (cut to 5 on a short period: rate own pair + one fix)
- Think About It: 3 minutes
- What You Covered: 5 minutes

Teaching Tips

Read the letter and blog aloud and ask what changed before you name audience, purpose and tone. Optional extension if time runs long: read aloud a short interview answer or application paragraph on the same quiet-study idea (keep them off the student page so weaker readers still reach Make It on time). Letter and application paragraphs show up again in Vocational Preparation work; flag that link if it matches your year's plan. If your period is shorter than 60 minutes, protect the Portfolio Build (Make It) and send the polish home.

Differentiation

Point students who freeze to the spare scenario pairs on the page. Confident writers can push one version toward a third audience after the pair is done.

Step 3: Make It: Audience and Purpose Switch · 25 min

This is the Portfolio piece and the lesson's real communication output: one message rewritten for two readers. The live write happens in the draft box; the checklist below it only shows what the finished pair must contain. Circulate and listen for the common wobble: two versions that only swap a greeting while the middle stays identical. Ask *who is reading this line, and what do you want them to do?* Success criteria in class: labelled Version A and B (audience + purpose + 6–8 sentences each) plus one fit sentence per version, saved under the given filename. The mark-and-redraft loop is optional polish; protect the finished pair over a full second write if time runs. Optional pair share near the end: each student reads one sentence that changed most between versions. Students working alone still produce both versions on the page.

Step 4: Hold It Up · 12 min

Keep this on the student's own Portfolio pair, not a re-read of the models. Default path: rate both versions on the three criteria, name a winner, write one concrete fix. That is the whole step if your period runs short. Students who finish early apply that fix on the page. With the full twelve minutes, or with early finishers, extend into the weight-dragging comparator: ask them to move how much each criterion matters and watch whether their winner changes; take two answers on how shifting the weight on tone changed their result. This comparison habit feeds later media and research work in Modules 2 and 3.

Step 5: Think About It · 3 min

Paired talk for two minutes, then take two or three answers from the room. Keep it light; the writing already did the heavy work. On a short period, one minute of talk is enough.

Step 6: What You Covered · 5 min

Quick scan that each student has a labelled pair and a filename. Remind them the next lesson moves into spoken self-introduction, so today's audience habit still applies out loud.

MODEL ANSWERS AND WHAT TO LOOK FOR

Students' wording will differ. These are the points a full answer reaches, not the only correct form.

Step 3: Make It: Audience and Purpose Switch

Could a stranger tell who Version A is for without you saying?

Is the purpose (ask, inform, apply, invite) obvious in each version?